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ABSTRACT

This monograph is designed to be a working tool and reference for community college trustees and other professionals interested in the community colleges. It examines the scope of community college student personnel programs and reviews the eight functional areas common to such programs: (1) administration, (2) admissions and records, (3) counseling, (4) student development curriculum, (5) student activities, (6) career planning, placement, and follow-up, (7) financial aid, and (8) health services. A list of student personnel professional associations and a selected bibliography are appended. (DC)

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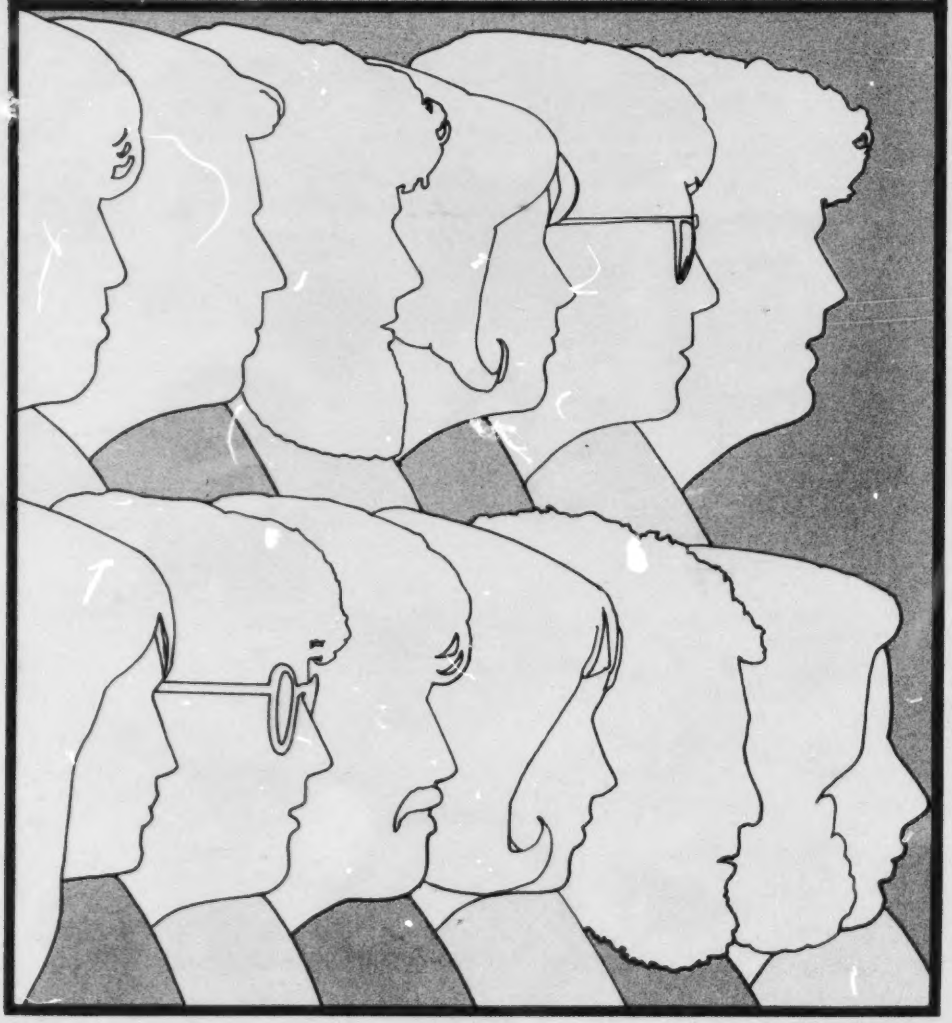
Student Personnel Services



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WHAT EVERY COMMUNITY COLLEGE
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What Every Community College Trustee Should Know About- Student Personnel Programs

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FOREWORD

The Community College Trustee must, on the one hand, be aware of his obligation to help relate his institution's objectives to the needs and aspirations of the supporting community, and on the other, to the needs of the individual student.

The following statement which is adapted from the statement of philosophy of one Community College reflects these notions more precisely. "The doors of TCT Community College are open to and accessible to all students desiring further education. A comprehensive community college seeking to provide equal educational opportunity for all, TCT College recognizes its responsibility to the three county area it serves as well as to the State by responding to the needs and abilities of all students; by helping them attain their educational and occupational goals; by assisting all students to recognize their potential as worthwhile and productive members of society; by providing a high quality education at the lowest costs; by serving the employment needs of business and industry; and by responding to the economic growth of the area."

It is evident from the above statement that Trustee decisions and policy making efforts are inextricably involved with the interest of the student. While the Trustee has a responsibility for approval of curricular programs, this discussion has a primary concern with those student-oriented programs and services that will assist the student in optimizing his outcomes, whatever his curricular program may be. These programs and services include student counseling, admissions, student records, financial aid, health services, student activities, student code, job placement, and others.

If the goals of an institution, as reflected in the sample statement of philosophy given above, are to be met, the Trustee must satisfy himself that the programs brought to him for approval by the administration of the institution are sound. As he reviews policies and practices, the trustee must be mindful of optimum educational enhancement of the personnel programs and services available to students. This monograph examines the scope of the various community college student personnel programs. The coverage of current issues and challenges facing community college student personnel administrators provided by this monograph makes it a valuable working tool and ready reference for trustees and other professionals interested in the community college.

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STUDENT PERSONNEL SERVICES

Diversity is a distinctive feature of American postsecondary education. In the United States there are special and separate institutions. Colleges and universities vary with respect to whether they are two-year institutions, four-year institutions, upper-division institutions, or graduate institutions. In addition, the various types of postsecondary institutions differ in philosophy, policy, organization, and practice. Each college and university through its combination of multiple characteristics contributes to the diversity of American postsecondary education.

The primary characteristics of the community college include its open-door admissions policies, its comprehensiveness, its community orientation, its innovation, its emphasis upon teaching, and its student-centeredness. A key phrase in this description of distinctive features of the community college is its student-centeredness. Throughout its growth and development the community junior college has earned a reputation for student-centeredness that pervades every aspect of the institution.

Open to all high school graduates, as well as those individuals beyond compulsory school age, the open doors of the community college underscore the institution's mission and belief in the educability of all people. Community college advocates consistently argue that the community college is or should be a "college for every person."

In response to the variety of students who utilize its open doors to gain entrance, the community junior college has a broad range of services and programs. Naturally, the mission of the community college has become comprehensive as it accepts a diversified student body and then attempts to provide experiences and programs of sufficient breadth and depth to allow each student to pursue his or her educational goals. An open door policy not only implies open access for all individuals who can benefit from a postsecondary education, but it also assumes that programs, courses, and activities will be available to meet the needs of all individuals who enter the open door. The two-year community college, more than any other post-secondary educational institution, seeks to project a student-centered image by attempting to meet the needs of individual students within a diverse student population.

Community college students often enter the institution with an expectation for finding new roads to individual development and success. The search for identity, self fullfilment, and life goals is visible as students struggle with such complex decisions as choice of vocation or program of study. Based on the assumption that it should foster the fullest development of human potential within its students, the community college provides top grade professional assistance for students facing such decisions. Student personnel professionals capitalize on the student-centered commitment of the community college by coordinating institutional resources that will optimize students' educational and personal growth opportunities.

This monograph will present a discussion of that part of the community college usually termed "student personnel services" designed to aid students to achieve an understanding of themselves and of the world in which they live.

It should be noted, however, that student personnel services is almost universally being studied, reevaluated and restructured in an attempt to assist today's college to create a campus environment in which the best learning experience is possible. In keeping with contemporary philosophy and practice, student personnel will be presented as an integral part of the educational process.

In addition, this monograph is designed to answer the following basic questions:

1. What is student personnel?
2. What is student development?
3. What is the relationship of student development to student personnel programs?
4. Why is student personnel important and what is its relevancy to the community college's educational program?
5. What are the functional components of a student personnel program?
6. How can a student personnel staff assist its board of trustees to better understand students and the impact board policies could have upon students and the college?
7. How can the student personnel program be utilized to assist in identifying student (community) needs?

IN PERSPECTIVE: STUDENT PERSONNEL

Defining a typical student personnel services program is as challenging as describing a typical community college. Indeed, as the institution attempts to increase its student-centeredness in response to an increasingly heterogeneous student body, its organizational framework expands in scope and function. Regardless of institutional size, the simplest organizational framework for a community college will depict a chief executive officer with at least two major areas of responsibility: (1) fiscal affairs -- planning, budgeting, supervising and maintenance of the buildings and grounds; and (2) educational affairs -- student personnel and instruction. Depending on the size and mission of the community college, the two areas of responsibility may be assumed by several individuals, or several roles may be combined under the responsibility of a single individual. Similarly, titles of officers may vary in differing types of community colleges, but the above areas of responsibility must be accomplished in each.

The focus of this monograph is on the second major area of responsibility, educational affairs. This critical and complex responsibility of the president requires the most extensive coordination and delegation of authority. A large community college may employ a Dean of the College to assume most of the delegated responsibility for the educational program. He or she would be assisted by a Dean of Student Development and a Dean of Instruction. The responsibilities of the Dean of Student Development would center around the student personnel program, while obviously the responsibilities of the Dean of Instruction would focus on the supervision of the instructional program.

The title and responsibilities of institutional officers vary from college to college, but the major areas of administrative responsibility must be accomplished in every community college. Furthermore, the administrative

organization of the college should grow out of the functions to be performed. Student personnel services, therefore, are those programs and services that result from institutional responsiveness to student-centered educational responsibilities.

The selected bibliography located at the end of this monograph may be helpful to those individuals desiring additional information about the community college and its student personnel programs. In an attempt to present a less formal document, the bibliography is intended to serve as the acknowledgement of the contribution each publication made to this monograph. Each book or journal listed in the bibliography was utilized as a resource in the preparation of this monograph. The associations listed in Appendix A: "Student Personnel Higher Education Associations" may be used to gain additional information about the specific student personnel services discussed in this publication.

STUDENT PERSONNEL SERVICES - A BACKWARD GLANCE

As indicated, the community college student personnel program may be closely related to or a part of other facets of the total educational program. Historically, student personnel work has been an integral part of the American pattern of higher education. From the beginning, colleges, universities, and community colleges have administered student personnel programs. In fact, many student personnel functions and services were considered in the initial planning for our earliest educational ventures, in some cases the actual raison d'etre for their organization. The educational programs of these first institutions of higher education reflected a spirit of concern for the total development of the individual student.

During the more than two hundred years between the founding of Harvard and the end of the Civil War, the responsibility for student personnel services was distributed over the total faculty. As college enrollments increased during the late 1800's and early twentieth century, and as knowledge expanded and specialization became inevitable, personnel work emerged as a professional task distinct from teaching functions. Such specialists as deans of women, deans of men, residence hall supervisors, directors of student activities, and financial aid officers appeared on the scene to take over responsibility for which presidents, academic administrators, and faculty members no longer had time. Acceptance by academic administrators and faculty of the value of education for intellectual development contributed to the acceptance of student personnel work as those services responsible for student discipline and student regulation. Student personnel workers were the principal administrative agents in the enforcement and supervision over student affairs.

As student populations increased and became more heterogeneous in the 1940's, 1950's, and 1960's, colleges, universities, and community colleges added those services students required to facilitate their entrance and success in college. The student personnel program quickly became a collection of offices scattered around a campus offering to students such services as: admissions, financial aid, personal counseling, new student orientation, academic advisement, and health services.

The "services approach" to student personnel work provided students with an opportunity to walk into an office and receive immediate assistance with their problems. Once the problem was alleviated, association with the office was terminated. Academic advisement on the community college campus, for example, was seen as a mechanical process of working out a program schedule for a given period of registration. When the student had been scheduled to meet immediate program needs, academic advising had been completed.

The most recent conceptualization of student personnel replaces the student services approach with the student development model. A significant difference between the old student services model and the new development model is the shift from service oriented programs to more individually oriented student personnel programs. As a function of a student development program, academic advisement would enable students to develop an academic schedule based upon more than immediate scheduling needs. Academic advisement would also enable students to receive such deserved assistance as: analysis of previous achievement, occupational exploration, suitable work-study skills, recreational patterns, financial assistance, part-time work, and eventual placement. Further elaboration of the student development concept will be presented next.

STUDENT DEVELOPMENT - PERSONALIZING EDUCATION

The student personnel staff of a community college faces the ultimate challenge of developing an educational environment that will assist each student to meet his or her differing needs. Student personnel services, the traditional concept of student affairs, is redefined by community colleges as having as its chief function the facilitation of the education, growth, and development of students. Titles such as student development services, student development programs, student development educators, student development specialists, or human development facilitators represent institutional attempts to convert its collection of student personnel services into a viable catalyst for individual student growth.

Community colleges describe student development as both a process and an outcome. In addition to the educational potential of the professor and his or her classroom, the term student development implies that educational potential exists in every aspect of the institution's programs and services. As a process, student development is the strategy or procedure which the institution had deliberately formulated to create opportunities for the development of each student. Student development is an outcome when students do, in fact, achieve skills and an understanding of themselves and of the world in which they live and work.

Student personnel workers or student development specialists accept the premise that a student's education affects and is affected by all aspects of his or her development. Physical, social, psychological, and financial problems may interfere with the attainment of a student's growth. Helping a student clearly identify individual educational and developmental objectives is one way in which student development educators extend and personalize the educational experience. For example, the community college student development staff should assist each student to resolve such personal questions as:

1. Who am I?
   as a Person
   as a Student
   as a Prospective Transfer Student
   as a Prospective Member of the World of Work

2. What is my potential?
   as a Person
   as a Student
   as a Prospective Transfer Student
   as a Prospective Member of the World of Work

3. What competencies and skills do I need to acquire to develop myself to my full potential?

4. What "objectives for community college attendance" should I establish to facilitate my growth and development?

5. What is the optimal group of learning experiences that will lead me toward the accomplishment of my "objectives for college attendance"?

Another equally important aspect of a student personnel administrator's role is assisting the college board of trustees, administration, and faculty to clearly identify institutional objectives and strategies that will structure the behavioral development of its students. Increasingly, the student personnel staff serve as resource consultants to the faculty and other administrators in such areas as instructional design, curriculum development, placement and follow-up.

Student development, unfortunately, is recognized more in the rhetoric of community college catalogues than in actual institutional practice. Student personnel and community college literature consistently decry the gap between "what is" and "what should be." On the painful whole, community college student personnel services are in the initial process of movement toward the student development model.

STUDENT PERSONNEL - CONTEXT OF THE PROGRAM

A leading educator was heard to remark recently that he had never known an engineer who set out to build an imperfect bridge. Instead, the engineers tackled the task of bridge-building with their concept of the ideal structure commited to paper so as to provide them with a model toward which to strive. The student development model serves the student personnel worker and the community college in much the same way that the blueprint does the engineer. Each functional program of the college must act as one link in the institution's comprehensive strategy for life - building or student development.

TYPES OF DEVELOPMENTAL SERVICES

If the student personnel program is viewed as an institutional response to the educational and developmental needs of community college students, then it follows that variations in programming will be found on different campuses.

As the student personnel program adapts to the needs of its students, the functional components of its program may consist of, but not necessarily be limited to, such functional areas as (1) administration; (2) admissions and records; (3) counseling; (4) student development curriculum; (5) student activities; (6) career planning, placement, and follow-up; (7) financial aid; and (8) health services. In the following section a discussion of each of these possible functional responses will describe the role and function of the component and examine the interdependence of the component with other instructional and institutional programs.

Administration

The chief student personnel officer of a community college is most commonly known as the vice president of student affairs or dean of students. His or her major administrative functions include providing creative leadership to the student personnel program and coordinating the functional areas described on the following pages. Included in the leadership role is responsibility for: (1) assisting the president in developing institutional goals and objectives; (2) staff selection and in-service training; (3) fiscal projection and planning for the student personnel program; and (4) evaluation of the total student personnel program in meeting the educational and developmental needs of students. The chief student personnel officer is usually assisted by associate and assistant deans responsible for specific personnel programs. The actual administrative organization for the student personnel program should reflect the functions to be performed. Regardless of the organizational pattern utilized, it is important that each function be assigned to an individual with the competencies, skills, and time to accomplish them successfully.

Admissions and Records

While a student may have glanced at a college catalog, the first real contact that most students have with a community college is through its admissions officers. In general, the admissions staff is responsible for aiding prospective students to match their educational needs, interests, and qualifications with the community college's offerings, opportunities, and standards.

Providing timely and accurate data for interpreting the community college to its various constituencies is another vital function of the admissions staff of the college. Because of the sizable financial, time, and personal investment required of students to attend college, the information available to the applicant about the institution must be complete and accurate. Adherence to the student development model by the college implies that potential student consumers should be able to make informed decisions about admissions based on data describing opportunities for student educational and personal development. Illustrations of such information can be found in the college's response to such questions as: What will happen to me as a result of attending your college? What are the patterns of student-campus interaction? What types of student-faculty relationships exist in the college? Based upon specific program objectives, how competent are your graduates on the job? Do students who matriculate to four year colleges and universities lose any credit hours in the process of transferring?

Close coordination with the entire college community is essential for an informed admissions staff. The admissions office must maintain close contact not only with prospective students, college staff and faculty, but also with counselors and students in four-year colleges, high schools, and even junior high or middle schools. Most community college admissions officers participate in the local college day or college night programs and many community colleges invite high school seniors and their parents to visit the campus.

Often the Office of Admissions and Records has the additional responsibility for student records, financial aid, class scheduling, and publication of the college catalog. Because of the multiple functions accomplished by the admissions staff, the admissions officer or registrar is active in top-level decision making in administrative, educational, and student development policy areas.

Academic record keeping provides the student, faculty, and student development personnel with the data needed to assist in planning meaningful educational experiences. During a student's admission, information concerning aptitude, achievement, background, aspirations, health, and personality is collected. To this data can be added other information, pertinent to the student and his or her tenure at the community college.

The purpose of maintaining student records is to facilitate an individual's development while enrolled at the college. For many admissions and records offices, student record keeping is merely a mechanical process of transferring grades from an instructor's report form to a student's permanent record. When college record keeping is handled as merely a transcription and data collection service, the opportunity for contribution to a student development program is weakened.

On the other hand, when a student's file is strategically planned and the information is gathered for specific developmental purposes, the student's record will have profound implications for his or her educational developmental program. Utilizing the basic information generated during the actual process of completing an admissions application, student personnel workers would begin to create a file which would reflect individual student's initial behavioral assessments, educational and developmental goals and objectives, and periodic evaluations of the student's progress toward accomplishing the goals and objectives. The student record is actively utilized as a tool for guiding the student and the college in planning and assessing student educational and personal development.

In order to perform the admissions and record-keeping functions, the admissions officer-registrar depends upon numerous other college officers for assistance. The two major resources within the community college for the admissions-records staff are the faculty and the counselors. Once the student walks through the open door of the community college and is welcomed by the admissions officer, it is the counselors and the faculty who will guide the student through his or her educational experience.

Counseling

As stated previously, the primary function of a student personnel services program is to assist students to make decisions which will optimize their opportunities for educational and personal growth. Community college counselors and the faculty are the individuals that will consistently assist students with daily decisions. Counseling at the community college is a general function of the total faculty and a specialized function of the student personnel program.

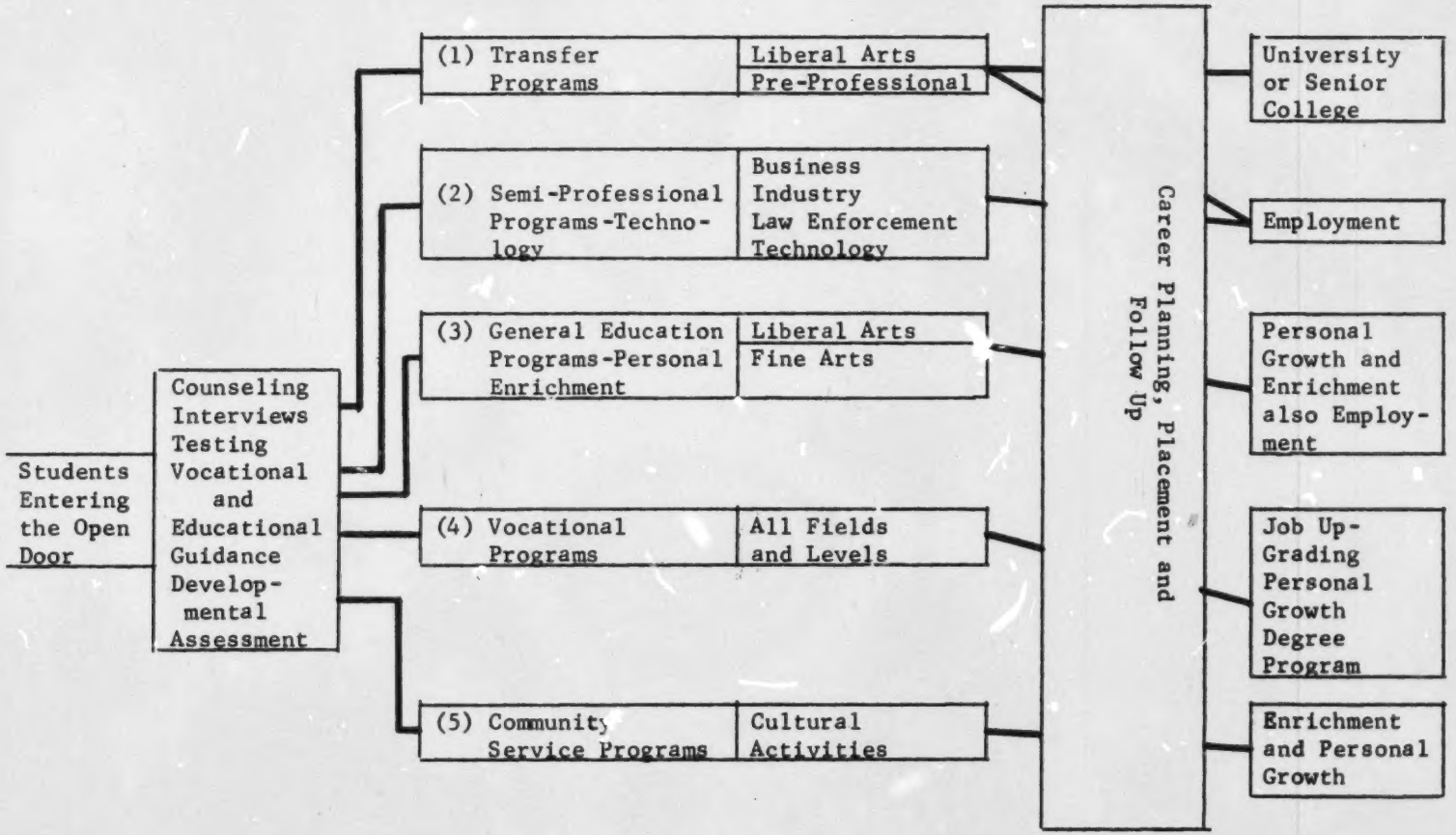
The counseling process is a major instrument for accomplishing the community college's goal of providing a student-centered educational environment. While all faculty members advise and assist students in using institutional resources for realizing their educational and developmental objectives, it is the specialized core of professionally trained counselors who have the major responsibility for insuring that the institution does respond to each student's individual needs.

The functions subsumed under the general label of counseling are diverse. The primary purpose of counseling, however, is to help students acquire self-understanding, relate effectively to their environments, make their own decisions, and take responsibility for their actions. A community college counseling center generally provides students the opportunity to acquire counseling in such areas as selecting an educational program, vocational-career exploration, clarifying developmental goals, selecting a transfer institution, resolution of personal-social problems, and student conduct. The counseling center usually provides counseling in the above identified areas specifically for an individual student or collectively for a group of students. In addition, the counseling center usually maintains a library of occupational and educational materials and provides testing as an aid to the counseling process.

As indicated in Chart #1, when a student enters the community college he or she is faced with a variety of decisions. The student who is undecided about an educational program of study is confronted with at least five major educational opportunities. Should he or she select a (1) transfer program; (2) semi-professional - technology program; (3) general education - personal enrichment program; (4) vocational program; or (5) community service program? Although selection of an educational program is usually a routine decision, members of the counseling staff assist students to clarify unclear career goals or gain a realistic appraisal of their abilities.

A lack of clear developmental goals also requires the efforts of a professional counseling staff. Traditionally, when students first entered college they were immediately assessed academically in terms of subject matter development. The contemporary emphasis on student development calls for a behavioral assessment of students immediately upon admissions. Based upon the results of the behavioral profile and the present status of the students' behavioral development, the counseling staff would encourage the students to formulate their behavioral objectives for attending college. Student inability to articulate areas of personal strength and potential, for example, might suggest exploration of self as one of the college attendance behavioral objectives. The students would then utilize the

CHART 1



EDUCATIONAL OPPORTUNITIES WITHIN
THE COMMUNITY COLLEGE

Landrith, H.F. Introduction to the community junior college. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1971.

counseling staff to help them develop a strategy for accomplishing their stated objectives. The development of the behavioral profile, behavioral objectives, and strategies for developmental achievement appear to be a suitable role for the student personnel counselor in the community college. Counseling is the formulation of the student's behavioral objectives for college attendance. Moreover, the student's behavioral objectives and educational objectives combine to provide the foundation upon which to build their program of study.

Problems of personal adjustment are another concern of the community college counselor. Faculty and administrators encourage students to utilize the counseling staff to resolve various types of personal problems. The area of personal problems may include anything from academic failure to lack of funds. Similarly, self concept, family life, sex, and drug abuse are yet other examples of the types of personal problems counselors may encounter in their attempt to assist the community college student to live more effectively.

In addition, violation of college regulations by students may result in counseling. Rather than punishing, many institutions utilize counseling as an avenue for motivating students to consider more maturely their responsibilities and the resultant implications of their actions.

As a process, counseling is an integral aspect of the community college's educational student-centered philosophy. As the heterogeneity of the student body increases and the college becomes more comprehensive in programs and activities, community college counselors will be challenged. The counselors will need to coordinate all available institutional resources to provide the counseling services required to meet individual student needs, both developmental and educational.

Student Development Curriculum

Implicit in the establishment of a student's behavioral objectives are opportunities for their accomplishment. If, after completing the behavioral profile, a student selects to examine his or her values, beliefs, aptitudes, and strengths as one of the objectives, then the opportunity to examine these personal characteristics should be available. A recent innovation in student personnel programs designed to offer students opportunities in self exploration is the student development curriculum.

Some community colleges may consider student development courses to be an extension of their counseling center. However, the types of curricular offerings and methods of implementation involve enough of the entire student personnel staff to warrant discussion as a separate emerging functional entity in community college student personnel programs. Student development courses are usually not available in the instructional program of the college. Such a course, however, is taught by the student affairs staff and may carry academic credit.

The actual form of student development courses varies from campus to campus. The common thread that runs through each developmental curriculum is the opportunity provided for students to explore their potential for

development in relation to their environment and their relationship with others. The human potential seminar is one form of the student development curriculum. Other examples of programs which might constitute the student development curriculum on the community college campus include such topical offerings as personal exploration, assertiveness training, adaptive education, sensitivity training, leadership training, interpersonal communications training, and human relations training.

Although student personnel traditionally has not played a significant role in curricular matters, the current student development course offerings exemplify the college's commitment to use its most significant resource - the curriculum - to educationally and developmentally affect the student's collegiate experience. Through its developmental and educational programs the community college provides a holistic growth experience for its students.

Student Activities

The student personnel program of the community college encourages the establishment of a broad variety of student activities as part of the total educational effort of the college. Through its student activities program the community college extends its educational and developmental opportunities from the formal classroom to less formally structured learning activities advised by faculty and coordinated by the student personnel staff. The purpose of the student activities program is to assist students to learn through their own participation.

Department clubs are examples of activities which embrace the extended classroom concept and complement and supplement academic learning. The French club, mathematics culb, political science club, and business club are specific examples. Student activities are also normally patterned along the lines of adult organizations and provide students opportunities to learn social skills and techniques for more effective participation in society at large. Student government, for example, can potentially provide students with a laboratory in democratic decision making.

With the increased emphasis in the American society on the efficient use of leisure time, student activity programs provide students with opportunities for learning skills and cultivating interests which promote the wise use of leisure time. Intramural sports represent a chance for students to develop fundamental skills in both individual and team sports. Development of recreational skills in the form of backpacking, camping, or canoeing can be available to students through the students activities program. A well planned cultural arts series has general education implication for the entire college community.

In general, the student activities program of the community college should, in meeting student needs, further augment the college's educational and developmental purposes. The student personnel staff should work with students to provide a comprehensive program embracing such areas as art, music, literature, films, recreation, social events, leadership development, lectures, self governance, and group interaction opportunities.

Three additional points will serve to further define student activities. First . . . the faculty play a critical role in student activity programs by assisting student groups to develop their full potential. The faculty member who serves as an advisor to a student organization or activity has the opportunity to insure the integration of institutional objectives with student group objectives. The academic advisor serves as the liaison between the formal educational program of the community college and the extended classroom opportunities represented by student groups and organizations.

Second . . . student activities are coordinated by the student personnel staff, and are advised by the faculty, but are organized and administered by the students themselves. One of the educational and developmental benefits of student participation is learning by doing. It is possible to permit students much freedom in the conduct of the organizational activities, provided that the areas of responsibility and authority are clearly defined. The student personnel staff working in conjunction with students need to develop guidelines that delineate the scope of responsibility and authority of all parties involved in the student activities program.

Finally . . . the funding of student organizations is a prime example of the need for student freedom to utilize supporting funds in the manner it deems appropriate but to do so within the published board policies governing student organizations and activities. Many social activities, lectures, and films sponsored by student organizations are expensive undertakings. It is not uncommon for popular musical groups to charge several thousand dollars for a campus appearance. Likewise, lecturers on the college lecture circuit command similar fees for speaking engagements. To what extent should students be given the authority to spend student activity funds? Is the development of fiscal management an objective of student activity programs? Recent research indicates that students have much latitude in the expenditure of student activity funds, but are provided few guidelines for accounting for their expenditures. A community college student activities program can and should provide students the opportunity to administer their own programs but only within the scope of the same accountability faced by the college itself.

Career Planning, Placement, and Follow-Up

An active office of career planning, placement, and follow-up is an important dimension of a student personnel services program in a community college. As indicated in Chart #1, the function of the career planning, placement, and follow-up cuts across every program within the community college. Frequently, the services provided by that office may be limited to receiving phone calls from a prospective employer and posting a "position available notice" on a bulletin board. It is also very likely that some students may become aware of job openings through their interaction with faculty.

Career Planning and Placement. The establishment of an office of career planning, placement, and follow-up implies the creation of a career development service rather than a mere job placement service. In recognition of the life planning needs of the student, the college through its career development specialists provides personalized assistance that includes but far exceeds matching job with job applicant. Instead of postponing the decision of transfer or employment until the last few weeks of a student's final term of

enrollment, career planning and placement expands the traditional placement functions to include active educational and vocational exploration soon after admission.

Many community college students pursue a vocational or educational career based upon poor or invalid information about the world of work. Frequently, these same students are equally confused about their identities and capabilities. In an attempt to facilitate the resolution of these areas of ambiguity in the lives of students, career planning and placement provide students with the opportunity early in their collegiate career to begin the exploration and clarification of their life-work plan.

Working closely with the counseling center, a community college career planning and placement staff offers each student the chance to evaluate his or her behavioral objectives for college attendance in terms of realistic preparation for transition into the world of work or to another academic institution. Based upon a student's behavioral profile and objectives, the career development staff assist the student to evaluate areas of vocational interest which provide best for personal growth and self-realization. Because the life planning or career development program is available early in the student's academic career, he or she has an opportunity to investigate alternative career goals. The decision gained from such early career exploration enables the student to confidently pursue a strategy of logical next steps leading toward a rewarding life.

Bringing together the student and employer in the interviewing room is an important part of the career planning process. Whether student referrals and employer contacts occur on campus or in the prospective employer's office the placement staff must provide a coordinated service for the entire campus. The establishment of a centralized campus placement service provides students with a single source of information about on-campus visits by employers, educational institutions and governmental agencies. Students planning to transfer to other colleges or universities should also utilize the centralized campus placement facility.

Follow-up: While serving the student and the graduate, the career planning and placement office, through its follow-up process, can realize important by-products for the entire program of the community college. The "follow-up" of graduates and former students has the potential for providing the college with a process of self-evaluation and self-renewal. Follow-up involves the periodic investigation of student success in: (1) locating employment in the area in which they were trained and their comparative success on the job; and (2) gaining admission of an upper division program within a four-year college or university and their performance in the program.

The usual method of estimating the success of the community college in its transfer function is to compare the grade point average achieved by a former student at an upper division college or university with the grade point average achieved while at the community college. On the other hand, gathering data on occupational graduates generally takes the form of questionnaires mailed to employers or personal interviews. The reaction of former students about the quality of their collegiate program provides additional information for the college.

Follow-up may be viewed by the college as a form of quality control. The follow-up officer begins the process by obtaining program goals and objectives from classroom instructors and program administrators. Once employed, how proficient is a graduate of an occupational program in performing those skills specified as program outcome goals? How competent does the employer rate the graduate in each of the skill areas specified as objectives of the training program? Other questions included in the follow-up process may include: (1) starting wage; (2) advancement during employment; or (3) employer suggestions for improved training.

When the results of performance evaluations of former students are analyzed in reference to training objectives, program effectiveness can be improved. The study of former students -- both transfer and occupational -- can provide the college with vital information for internal decision making and program planning. A comprehensive career planning, placement, and follow-up program within student personnel can assist the college to provide both the students and the community with programs designed to meet the needs of the individual and society.

Financial Aid

Financial aid usually consists of three basic types: (1) grants; (2) loans; and (3) jobs. Grants are awards of money, discounts, or other considerations which require neither repayment nor service to be performed by the student. Scholarships are one form of grants. Another type of grant is the tuition discount.

A second form of financial aid is the loan. Loans are sums of money awarded to a student with the requirement that they be repaid in whole or part with or without payment of interest. The third major category of financial aid given students is employment. Whether part-time or full-time, student jobs are usually paid in some way through funds from the college. Despite variations in definition and methods, all kinds of monetary assistance provided students will fall into one of these three classifications of financial aid and consequently are of concern to the student personnel staff.

Many community college students may not need financial aid since they are part-time students attending classes during non-employment hours. A large percentage of community college students, however, can and do benefit from financial assistance. In addition, for veterans attending college, the G.I. Bill is an important source of financial assistance.

For a large portion of the American society the dollar has been and continues to be a barrier to postsecondary education. The challenge facing the community college financial aid officer is making the transition from a highly impersonal mechanical system of inconsistent fund distribution to a process of individualized assistance based upon equitable treatment of all applicants.

In order to meet the financial needs of the students, financial aid staff members must constantly be aware of the increasing variety and amounts of available aid. In addition, they must relate to the total institution and community. They will work closely with other student personnel officers,

faculty, administrators, alumni, and local community groups to identify funding sources. The financial aid officers will be the information scurce about changing provisions and requirements of federal, state, and local aid programs.

One final aspect of community college financial aid is teaching students how to live financially responsible lives within a budget. Given a student's developmental objectives for college attendance, the financial aid officer can assist the individual in identifying a reasonable budget strategy and suggest available options for funding. Although community college students differ somewhat from other college students, most students are unskilled and unfamiliar in planning for the finances needed to support long term objectives. Therefore, the financial aid staff, as members of the career development team, serve as teachers of fiscal management as well as providers of student financial aid.

Health Services

Health services for community college students exist for four primary reasons: (1) to insure that participants in physical education classes, intramural programs, and intercollegiate atheletic programs are physically qualified; (2) to provide first aid emergency care for students who require treatment of a minor illness; (3) to emphasize education for the development of positive health attitudes and practices; and (4) to promote a healthful environment conducive to learning.

Community colleges seldom expand their health service programs beyond these minimal program requirements. The community base of the college supports the argument that students live in the community and have ready access to family physicians. Therefore, the greatest need for the community college student health program may be to provide emergency treatment under medical supervision. In some cases a nurse may provide treatment for minor illnesses and a physician may be on call.

The college should require a physical examination of all students to insure that participants of strenuous physical activities are physically qualified. Other services provided by the health services staff include education for healthful living. Drug abuse and alcoholism are two examples of frequent health problems which are destructive to community college student health.

It should be emphasized that few community colleges have comprehensive health services programs. The range of specific services varies according to the resources of the college. As the student body of the community college becomes more diverse, consistent monitering of student health needs and existing services must occur.

FOR THE TRUSTEE

The preceding material is presented as background for several important reasons. The student personnel staff can be a valuable resource to the board of trustees as it votes on policies related to students. The student personnel staff should be given time on the agenda to keep the board current on student

development matters. Working through the president, for example, the follow-up staff can provide valuable information about the effectiveness of programs as well as community response to the college.

One method of trustee in-service training could take the form of periodic briefings by the student personnel staff about current student needs and activities. Each aspect of the student personnel program could explain its operational response to the educational and developmental needs of students. As interpreters of student need, the student personnel staff should assist the board in understanding the composition of the student body and, in turn, increasing the board's sensitivity to students.

In addition, the student personnel staff, because of its interaction with the community, should assist the board in interpreting community needs. For example, service to the community can be a by-product of a well planned student activities program. Citizens in the community may enjoy the same cultural programs as the community college students. Student groups, on the other hand, may simply provide a community service through volunteer tutorial programs. In either case, the student personnel program can increase board sensitivity to community needs.

IN SUMMARY

For community colleges to successfully accomplish their goals of being easily accessible, comprehensive, and student-centered, they must provide extensive student services. The importance of these services has been acknowledged by community colleges as they currently provide trained student personnel professionals to coordinate institutional resources that will optimize student's educational and personal growth opportunities.

This monograph has included an overview of that part of the community college which in the past has been labeled student personnel services. The document has identified the various functional components that generally are the responsibility of community college student personnel administrators.

In addition, this monograph has presented the current definition of student personnel in terms of student development. It is clear that community college student personnel programs are undergoing a number of changes in both function and practice. While the basic commitment to helping individual students develop their full potential is a major tenet of the profession, the wide range of abilities, educational goals, personal development needs, and career aspirations found within community college student bodies presents a great challenge to college student personnel programs. The close relationship between the student personnel program and the instructional component of the community college is a current attempt to stimulate a comprehensive student-centered approach to meeting the needs of community college students.

APPENDIX A
STUDENT PERSONNEL HIGHER EDUCATION ASSOCIATIONS

American Alumni Council (AAC)
One Dupont Circle
Washington, DC 20036

American Association of Community and Junior Colleges (AACJC)
One Dupont Circle
Washington, DC 20036

American Association of Collegiate Registrars and Admissions Officers (AACRAO)
One Dupont Circle, NW
Washington, DC 20036

American Association for Higher Education (AAHE)
One Dupont Circle, Suite 780
Washington, DC 20036

American College Health Association (ACHA)
2807 Central Street
Evanston, IL 60201

American College Personnel Association (ACPA)
1607 New Hampshire Avenue, NW
Washington, DC 20009

American Personnel and Guidance Association (APGA)
1607 New Hampshire Avenue, NW
Washington, DC 20009

Association of College Unions - International (ACUI)
Box 7286
Stanford, CA 94305

Association of College and University Housing Officers (ACUHO)
c/o Chester J. Malanoski
University of Rochester
Rochester, NY 14627

Association for the Coordination of Campus Religious Affairs
Box 2795
East Tennessee State University
Johnson City, TN 37601

College Placement Council (CPC)
P. O. Box 2263
Bethlehem, PA 18001

College Student Personnel Institute
165 East 10th Street
Claremont, CA 91711

Conference of Jesuit Student Personnel Administrators
LeMoyne College
Syracuse, NY 13214

Council of Student Personnel Association in Higher Education (COSPA)
c/o Dr. George W. Jones
Ball State University
Muncie, IN 47306

ERIC Clearinghouse for Junior Colleges
University of California
Los Angeles, CA 90024

National Association of College Admissions Counselors (NACAC)
801 Davis Street
Evanston, IL 60201

National Association of College and University Business Officers (NACUBO)
One Dupont Circle, NW
Washington, DC 20036

National Association of Student Financial Aid Administrators (NASFAA)
Division of Financial Aid
Purdue University
LaFayette, IN 47907

National Association of Student Personnel Administrators (NASPA)
Portland State University
P. O. Box 751
Portland, OR 97207

National Association of Women Deans Administrators and Counselors (NAWDAC)
1201 16th Street, NW
Washington, DC 20036

National Entertainment Conference (NEC)
Box 11489
Columbia, SC 29211

Orientation Directors Conference (ODC)
c/o Dr. Earl N. Van Eaton
Oklahoma State University
Stillwater, OK 74074

Student Development Services
ACCTion Center
Box 550
Hesston, KS 67062

SELECTED BIBLIOGRAPHY

The publications selected for this bibliography are presented for those individuals desiring additional information about the community college and its student personnel programs. Each book or journal listed below was utilized as a resource in the preparation of this monograph. Moreover, this bibliography is an acknowledgement of the contribution each publication has made to this monograph.

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